# Teaching Reading Comprehension: A Pre-experimental Research of Story Mapping Strategy

*by* Wahyu Purnomo

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# Teaching Reading Comprehension: A Pre-experimental Research of Story Mapping Strategy

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**Abstract:** *This research was aimed to prove that it was significantly effective to teach reading comprehension by using story mapping strategy of narrative text to the tenth grade students of MAN 2 Lubuklinggau. This research used a pre-experimental design with one group pre-test and post-test. The population of this research was the tenth grade students of MAN 2 Lubuklinggau that consisted of 288 students. The sampling technique used was cluster random sampling with the method of paper roll and the sample selected was X 2 class consisted 35 students. The data for this research was collected by using a multiple choice test. The result of this research proved there was significant difference between the mean score in the pre-test and post-test. The students mean score in the pre-test was 68.45 and in the post test was 77.25. The t-obtained was 5.86, it was higher than 1.699 as the critical value in t-table. Finally, the researcher found that Teaching Reading Comprehension by using Story Mapping Strategy to the Tenth Grade Students at MAN 2 Lubuklinggau was effective. Therefore, it was clearly stated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.*

**Keywords**: *Narrative Text; Reading Comprehension; Story Mapping Strategy*

## 1. INTRODUCTION

Reading is essential in learning English to get information from the written English text. It is a crucial skill because of its benefits to enhance students knowledge, especially in learning activities. Reading is an important activity for students in getting a lot of information from the text content that the writer has delivered (Syaprizal, 2016). This skill is significant and it has been taught from junior high school until university but in fact, reading literacy especially in Indonesia is still very low.

According to Sulfemi (2023), reading literacy problem based on the data collected from Programme for International Student Assessment (PISA) reported that Indonesia has reading literacy score is only 359 points in 2022. This achievement was recorded lower than in 2018, which had a score of 371 points. Even if examined further, Indonesia has reading literacy score was also lower than the achievement in 2000. Another source of the reading problem in Indonesia on UNESCO data in 2016, Indonesia was ranked 60 out of 61 countries, one level lower than Thailand (59) and one level higher than Botswana (61). Indonesian people has interest in reading is still very concerning, only 0.001 percent. This means that out of 1,000 Indonesians, only one person is an avid reader. Besides the data

that have been collected from several sources above, it is turned out that there were still problems in reading, especially reading comprehension, which is experienced by senior high school students.

Reading comprehension problems experienced by students had been found by several researchers. Firstly, Sari et al (2020) found that most of the senior high school students in SMAN 2 Lubuklinggau have problems such as lack of vocabulary and they have difficulty in guessing the meaning of unknown words. Secondly, Afriani et al (2020) mentioned that most of the senior high school students in SMK Yadika Model Lubuklinggau have faced difficulties in comprehending reading texts, students tended to think this subject was boring, and they also lack of motivation to learn English. Finally, these studies revealed that most of students problems in reading comprehension namely lack of vocabulary, difficulty in guessing the meaning of reading text, and low of motivation to learn English.

Moreover, based on the results of the interview to the teacher of English at MAN 2 Lubuklinggau on Thursday, January 18th, 2024, there were problems in reading comprehension. First, the difficulty in determining themes, such as distinguishing between the theme and topic of a reading text, especially narrative text. Second, the difficulty in determining the characterization of characters and other elements in a text especially narrative text, and third shallow vocabulary skills. Furthermore, based on the results of the interview to the tenth-grade students at MAN 2 Lubuklinggau on Thursday, January 18th, 2024, there were problems in reading comprehension. First, students did not understand the meaning of the text. Second, students difficulty in translating English words so the students always ask their friends and even ask their teachers.

Based on the problem rationale above, the researcher was intended to apply an alternative strategy that English teachers can apply to teach reading comprehension, which was the story mapping strategy. According to Sugandi et al (2022), Story mapping is a particular framework that guides the attention of students to important elements of stories because the story map showed ways to present an outline of a plot. This strategy allowed students or readers to easily get the key information of the text. This instruction strategy used a diagram to describe visually the story has setting or sequence of events and actions.

The effectiveness of the story mapping strategy in teaching reading have also have been found by several researchers. For instance, Momo (2020), revealed that story mapping strategy was improved the students' writing skill of recount text. It was in line with Sundari's (2019) finding. The finding showed that the story mapping strategy was

effective in teaching reading comprehension of descriptive text. Furthermore, this research was focus on the comprehension of reading narrative text by using story mapping strategy.

The objective of this research was to find out whether using story mapping strategy was effective or not after it was applied to the students in teaching reading comprehension of narrative text to the tenth grade students at MAN 2 Lubuklinggau. Besides that, through this research, it was expected that the results of the research can give valuable information for students to improve their reading comprehension and can actively participate in the learning process reading comprehension. This research can be one of the simplest strategies for the teachers to create attractive and active classes in English language classrooms, especially in reading. Furthermore, the researcher gave valuable contribution to the students and helped the researcher get more knowledge and experience. Finally, this research can be used as a reference in the future and can contribute more to improving students reading comprehension.

a. **Reading Comprehension**

Reading comprehension is a process of communicating meaning effectively by seeking information from a reading passage and understanding or determining the intended meaning to the reader. Reading comprehension means understanding what you read, relating the ideas in the text to what you already know, but also remembering what you have read (Mikulecky and Jeffries, 2007). A person performing a comprehension activity must be able to understand the information in the passage and master the content used in it. Furthermore, Mikulecky and Jeffries (2007) stated that comprehending is not just recognizing a word, but comprehending is more than that. The main goal of reading comprehension is to find answers to the questions about the text that has been read. The questions about the title or topic, the problems discussed or described in the reading, and the actions learned and performed by the characters were all related.

In other words, reading comprehension relies on the ability to read and understand a text because the reader cannot understand the whole text if the reader cannot recognize the words in it. Likewise, good reading comprehension is depended on having a good grasp of the language in general and understanding the words you are reading (Oakhil et al, 2015; Mikulecky and Jeffries 2007). The reader needs to comprehend individual words and the sentences its form. The more words readers recognize and understand in a text, the better the reader will learn. From the explanation above, the researcher concluded that reading comprehension focuses on understanding

the reading in sequence. Comprehensive reading in comprehension includes getting detailed facts in a passage, making comparisons or contradictions, being able to catch implied and explicit meanings, getting the main idea, determining the title or topic, and making conclusions.

**b. Narrative Text**

According to Sapitri and Novia (2020), a narrative text is a story written in a creative form, describing a series of fictional or non-fictional events. Furthermore, the narrative text is a kind of text that connects a series of events and contains both fiction and non-fiction stories, and the two forms of text used imaginative language and express emotions. The goal of narrative text is to entertain the reader and tell a story that happened in the past. The narrative text is a kind of text in which to recount past activities or events, which describes experiences and resolutions of the problem and is often also intended to provide moral lessons to the reader (Purba, 2018).

Based on the explanation above, the researcher concluded that narrative text is a creative narrative describing fictional or non-fictional events, using imaginative language and emotions to entertain the reader and tell a past story, connecting both fiction and non-fictional events. Narrative text is one of the types of texts that contain moral messages and values to the readers.

**c. Story Mapping**

According to Sugandi et al (2022), a story map is the visual representation of a graphic, semantic, and document. Using a specific framework can guide students' attention to important elements in the story. Story mapping show readers ways to present the outline of a story plot. It shows the general structure, including characters, environment, purpose, case, and resolution. Students can better understand narrative texts by using story mapping, as they have a graphic to place the chronology of the story and other story elements. The arrangement and display of story elements on the story mapping help students visualize the story structure and identify the main story components in a story section. According to Rahmawati et al (2018), story maps help students to identify story elements such as themes, settings, characters, problems, and plots. Story mapping is a visual framework, usually in the form of a graphic organizer, that helps develop the structure and elements of a story for students to easily understand a narrative text.

Story mapping is a strategy that uses sequences or maps to identify graphic organizers to help students understand the elements of a story (Latifah, 2019). Mapping

the story helps students create an organized pattern and connect the content and meaning of the story text with students comprehension skills. Teachers can use this tool to explain to students how to determine the elements of a narrative text (setting, characters, problem, events, solution, and conclusion). Based on the explanation above, the researcher concludes the story mapping is a visual representation of a plot, guiding students attention to key elements. It is provided a general structure of a story, including characters, environment, purpose, case, and resolution. Story mapping is helped students understand narrative texts by arranging elements and identifying main components. Teachers can use this strategy to teach students about determining narrative text elements.

## 2. METHOD

This research used a quantitative method, which is focused on pre-eperimental design. Pre-experimental with one group design does not have a control group to compare with and can find out the results of the treatment more accurately because it can compare the results before and after being given the treatment (Fraenkel et al, 2023; Creswell, 2023). The researcher did pre-test to the students by using test items of reading text in the form of multiple choice. Furthermore, the researcher conducted four time treatments of narrative text. Finally, the researcher did the post-test with the same items and class to the tenth grade students. In this research, the researcher used cluster random samplings. According to Fraenkel et al (2023), cluster random sampling is a research strategy that selects groups, or clusters, of subjects rather than individuals drawn at random from the population. The class X 2 was the result of cluster random sampling which consisted of 35 students.

In collecting the data, the researcher used a test as an instrument. The test consisted of 25 questions in the form of multiple choices focusing on reading comprehension. This test was implemented before and after applying the story mapping strategy. There are five titles of the narrative text with five indicators used on the test. Furthermore, the researcher analyze the data by using several steps. First, the researcher investigated the individual score of the students to find out the students' scores after giving the test individually. Second, the researcher measured the normality of the test to assumed that the normality of the data becomes a requisite to determine what kinds of statistics should be used in analyzing the data. Finally, the researcher calculated the matched t-test to compare the

result of the student's mean score in the pre-test and the student's mean score in the post-test.
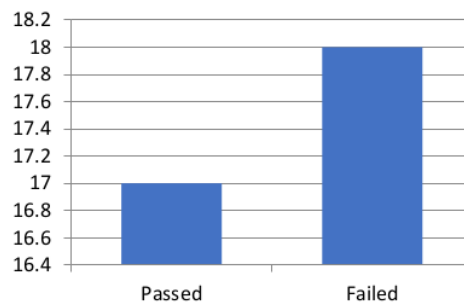
## 3. RESULTS AND DISCUSSION

### Findings

#### a. The Students Percentage Score in the Pre-Test

The result of answer calculation on the pre-test that the highest score was 88 which were obtained by 6 students and the lowest score was 36 which were obtained by 1 students. Finally, it can be concluded that the average score was 68.45 with the comparison of Minimum Mastery Criteria (MMC) was 70.

**Table 1.1. The Minimum Mastery Criteria of the Pre-test**

| MMC | Qualification | The Number of Students |
|---|---|---|
| ≥70 | Passed | 17 |
| <70 | Failed | 18 |
| **Total** | **35 Students** | |

Furthermore, The number of students in the Minimum Mastery Criteria (MMC) of the pre-test were shown in the following table above. The researcher classified the students score who belongs to "passed" or "failed" qualifications score. The criteria of the MMC when students got the score ≥70.00, the students were categorized into "passed. Nevertheles, when the students got the score <70, the students were categorized into "failed". Finally, it can be cocluded that there were 17 students who "passed" the qualification while there were 18 students who "failed the qualification. The researcher categorized the percentage of the students in the pretest that can be seen in the following graphic below.



**Graphic 1.1. The Percentage of The Students Score in the Pre-test**

Based on the graphic 1.1 above, that there were 17 students or 48.57% in the "passed" qualification. Furthermore, there were 18 students or 51.42% in the failed qualification. This can be interpreted that the number of students who answered the question about narrative text incorrectly was higher than those who answered correctly.
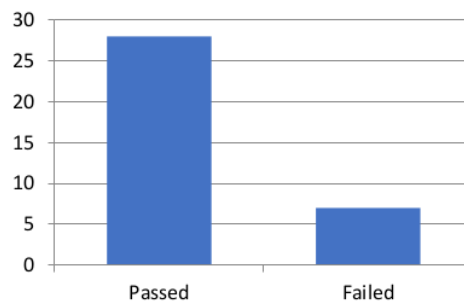
**b. The Students Percentage Score in the Post-test**

The result of answer calculation on the post-test that the highest score was 92 which were obtained by 8 students and the lowest score was 48 which were obtained by 1 students. Finally, it can be concluded that the average score was 77.25 with the comparison of Minimum Mastery Criteria (MMC) was 70.

**Table 1.2. The Minimum Mastery Criteria of the Post-test**

| MMC | Qualification | The Number of Students |
|---|---|---|
| ≥70 | Passed | 28 |
| <70 | Failed | 7 |
| Total | 35 Students | |

Furthermore, The number of students in the Minimum Mastery Criteria (MMC) of the pre-test were shown in the following table above. The researcher classified the students score who belongs to "passed" or "failed" qualifications score. The criteria of the MMC when students got the score ≥70.00, the students were categorized into "passed. Nevertheles, when the students got the score <70, the students were categorized into "failed". Finally, it can be cocluded that there were 28 students who "passed" the qualification while there were 7 students who "failed" the qualification. The researcher categorized the percentage of the students in the post-test that can be seen in the following chart below.



**Graphic 1.2. The Percentage of The Students Score in the Post-test**

Based on the graphic 1.2 above, there were 28 students or 80% in the "passed" qualification. Furthermore, there were 7 students or 20% in the failed qualification. This can be interpreted that the number of students who answered the question about narrative text correctly was higher than those who answered incorrectly.

**c. The Data Description of the Students Score**

The researcher categorized the data description of the students score in the pre-test and the post-test that can be seen in the following table below.

**Table 1.3. Data Description of the Students Score**

| Test | Pre-test | Post-test |
|---|---|---|
| **Number of Students** | 35 | 35 |
| **Mean ($\bar{X}$)** | 68.45 | 77.25 |
| **Standard Deviation (SD)** | 14.87 | 41.03 |
| **Minimum Score** | 36 | 48 |
| **Maximum Score** | 88 | 92 |
| **Total Score ($\sum X2$)** | 2396 | 2704 |
| **Normality (X2)** | -21.0457 | 18.4052 |
| **Normality Table** | 47.399 | |
| **Degree of Freedom (Df-2)** | 33 | |
| **Alpha (α)** | 95% (0.05) | |
| **T*table*** | 1.699 | |
| **T*obtained*** | 5.86 | |
| **Hypotheses** | Ha = Alternative Hypothesis Ho = Null Hypothesis | |

Based on the table above, there were 35 students of pre-test and post-test in the same class. Mean is average score, the average score in the pre-test was 68.45 while in the post-test was 77.25. Furthermore, the standard deviation in the pre-test was 14.87 while in the post-test was 41.03. Moreover, the minimum score in the pre-test was 36 while in the post-test was 48. Then, the maximum score in the post-test was 88 while in the post-test was 92. The total score in the-pretest was ($\sum X_2$) 2396 while in the post-test was ($\sum X_2$) 2704. The researcher found that normality in the pre-test was -21.0457 while in the post-test was 18.4052. The degree of freedom (df - 2) was 33 and the level was (α) 95% (0.05) with the normality table was 47.399. Finally, the researcher concluded that $X^2_{obtained} < X^2_{table}$ so the data were normal.

In addition, the result of matched t-test, the researcher stated hypotheses of this research. The hypothesis is a prediction by the researcher about a specific event, the relationship between variables, or the possible outcomes of a study (Creswell, 2023; Fraenkel et al, 2023). The hypotheses based on the result of Matched T-test as follow:

1) The alternative hypothesis (Ha): it is significantly effective to teach reading comprehension by using the story mapping strategy of narrative text to the tenth grade students of MAN 2 Lubuklinggau,

2) The null hypothesis (Ho): it is not significantly effective to teach reading comprehension by using the story mapping strategy of narrative text to the tenth grade students of MAN 2 Lubuklinggau.

Finally, Based on the matched t-test calculation, the researcher found that the result of matched t-test was 5.86 which exceeded the coefficient of t-table 1.699 for significance of 0.05 for df=33. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

**d. Discussions**

According from the findings above, the researcher discussed the result of the research and the problems that appeared before the implementation the treatments by using Story Mapping Strategy. The students mean score in the pre-test was 68.45 comparing to the Minimum Mastery Criteria (MMC) 70, it means the average score of the pre-test was low or failed qualification. However, the researcher conducted the treatments and the average score was turned into 77.25 in the post-test. Furthermore, in the pre-test that there were 17 students or 48.57% in the "passed" qualification. Nevertheles, there were 18 students or 51.42% in the "failed" qualification. The highest score in the pre-test was 88 obtained by 6 students and the lowest score was 36 which were obtained by 1 students. So, it can be concluded that there were still many students who did not achieved the Minimum Mastery Criteria (MMC) of 70.

According to the result of the mean score in the post-test there were 28 students or 80% in the "passed" qualification. Furthermore, there were 7 students or 20% in the "failed" qualification. The highest score was 92 obtained by 8 students and the lowest score was 48 obtained by 1 students. It can be proved from the result of the post-test there were many students who passed the Minimum Mastery Criteria (MMC) of 70. Furthemore, it also supported the result of matched t-test of this research was 5.86 which exceeded the coefficient of t-table 1.699. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Momo (2020), revealed that story mapping strategy improved the students' writing skill of recount text. It was in line with Sundari's (2019) finding. The finding showed that the story mapping strategy was effective in teaching reading comprehension. So, the researcher concluded that it was significantly effective to use

Story Mapping Strategy to teach reading comprehension to the tenth grade students of MAN 2 Lubuklinggau in the academic year 2023/2024. From the rationale above, story mapping strategy can be an alternative strategy for teachers to teach reading comprehension.

## 4. CONCLUSION AND SUGGESTIONS

Based on the findings, the result, and the data description, the researcher found a significantly effective in students reading comprehension scores before and after being got treatment by story mapping strategy. The result can be seen through the mean score between the pre-test and the post-test. The average score students in the pre-test was 68.45 and the average score students in the post-test was 77.25. So, it can be concluded that there were significant difference between students achievement.

Furthermore, the difference students score in the pre-test and post-test was found from the calculation of matched t-test. Based on the result of the calculation as described in findings, t-test was obtained was 5.86 which exceeded the coefficient of t-table 1.699. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. From the explanation above, the researcher concluded that it was significantly effective to use story mapping strategy to teach reading comprehension. to the tenth grade students of MAN 2 Lubuklinggau in the academic year 2023/2024.

According to the conclusion above, there were some suggestions that could be given by the researcher to the students, the teachers, and the other researcher. First, in learning English, the students must be serious to give more attention when the teacher explaining the material. The students have to be active during learning process and the students should do exercise to improve their ability in reading skill. Second, in teaching reading comprehension, the English teachers should gain more references about teaching strategies in order to make the learning process more attractive and the students does not feel bored during the learning process.

The Story Mapping Strategy as the researcher done in this thesis could be source of the English teacher to apply a strategy when teaching and learning process. Finally, the researcher believed that this strategy could be used as a reference and could contribute more to improving students reading comprehension. Furthermore, it can be as related previous study for other researchers when conducting the related previuos study with the same strategy or skill.

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